

10

ASQ:SE-2 Family Studies



This chapter comprises a series of scenarios designed to illustrate the use of ASQ:SE-2 across various programs and settings. They are intended to help users consider how ASQ:SE-2 results are interpreted and to support work with families. These examples may be a useful training tool for program staff new to ASQ:SE-2. The following case studies include examples of screening through the foster care system, clinic-based screening, center-based educational screening, and screening through a home visiting program. The following brief descriptions may be used as a guide to locate the examples that will be most relevant based on the user's needs.

1. *Lilah*: The first case study is about 3-year-old Lilah, whose foster mother works with a caseworker to screen Lilah.
2. *Adrian*: The second case study is about Adrian, a 10½-month-old whose questionnaires were administered through a clinic-based program for a well-child visit.
3. *Marcus*: The third case study is about 3-year-old Marcus, whose family experienced on-and-off homelessness. Marcus received screening through an early childhood program run through a day center's services for families in transition.
4. *Celia*: The last case study is about Celia, who is 14 weeks old, with an adjusted age of 10 weeks. Celia was screened through a home visiting program that is designed to support families as they make the transition from the NICU to home.

MARCUS

Marcus is 3 years 11 months old and lives with his mother Tessa, twin brothers who are 28 months old, and a baby sister who is 9 months old. Marcus's family moved to a low-income apartment complex right before Marcus's baby sister was born. Prior to this, the family had experienced on and off homelessness since Marcus was born.

Marcus's mother has access to a day center's services for families in transition. Family Place's services include washer/dryer facilities, a clothing closet, a food bank, showers, and kitchen facilities. In addition, families with children younger than 5 years of age can participate in an early childhood program that includes drop-in therapeutic child care as well as developmental and social-emotional screening and referral services.

Ellen, the lead teacher at Family Place, worked with Tessa to screen Marcus with both ASQ:SE-2 and ASQ-3 (see Figures 10.5 and 10.6). Marcus's 48 month ASQ:SE-2 total score is 120 points (above the cutoff score for referral, which is 85 points). Tessa reported concerns about Marcus's behaviors, such as destroying and damaging things, not being able to calm down, throwing tantrums, hurting himself, and eating problems.

Setting/Time Factors

Tessa noted on ASQ:SE-2 that Marcus's grandmother has expressed concerns about Marcus's "angry behaviors." In addition, Tessa's boyfriend, who lives with Tessa and her children, has gotten angry at Marcus and has spanked him. Ellen has observed that Marcus is interested in playing with other children and often follows rules at playgroup, which he loves to attend. She is concerned that Marcus gets frustrated sometimes. For example, he once grabbed a toy from another child and also kicked a chair when it was time to clean up and move to a new activity. Marcus only attends playgroup a few times a month, so Ellen has not had the opportunity to spend the 15–20 hours per week minimum time she would need to complete ASQ:SE-2 for him.

Developmental Factors

Marcus was screened with ASQ-3 at 27 months, and at that time, his scores in all areas were well above cutoffs. At this screening, Marcus's ASQ-3 results indicate his development is on schedule in the gross motor, fine motor, and personal-social areas, and in the monitoring zone in the communication and problem-solving areas. Tessa reported in the Overall section on ASQ-3 that other people have a hard time understanding Marcus, although she can understand what he is saying most of the time.

Health Factors

Marcus was born 2 weeks early at 6 pounds, 7 ounces. Tessa did not receive prenatal care while she was pregnant with Marcus, but there were no complications at delivery. Although Tessa reported smoking marijuana when she was pregnant with her twins, she stated that she did not use any drugs or alcohol when she was pregnant with Marcus, who has been generally healthy, aside from some colds. Tessa reported she could not remember the last time she brought Marcus to the doctor.

48 Month ASQ-3 Information Summary

45 months 0 days through 59 months 30 days

Child's name: Marcus Date ASQ completed: 7/31/15

Child's ID #: 55580 Date of birth: 8/30/11

Administering program/provider: Family Place

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	30.72	35													
Gross Motor	32.78	55													
Fine Motor	15.81	35													
Problem Solving	31.30	40													
Personal-Social	26.60	45													

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

1. Hears well? ☒ YES ☐ NO ☐ NO 6. Family history of hearing impairment? ☐ YES ☐ NO

Comments: _____

2. Talks like other children his age? ☒ YES ☐ NO 7. Concerns about vision? ☐ YES ☐ NO

Comments: _____

3. Understand most of what your child says? ☒ YES ☐ NO 8. Any medical problems? ☐ YES ☐ NO

Comments: _____

4. Others understand most of what your child says? ☐ YES ☒ NO 9. Concerns about behavior? ☐ YES ☐ NO

Comments: _____

5. Walks, runs, and climbs like other children? ☒ YES ☐ NO 10. Other concerns? ☐ YES ☐ NO

Comments: _____

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.

If the child's total score is in the ☐ area, it is above the cutoff, and the child's development appears to be on schedule.

If the child's total score is in the ☐ area, it is close to the cutoff. Provide learning activities and monitor.

If the child's total score is in the ☐ area, it is below the cutoff. Further assessment with a professional may be needed.

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

☒ Provide activities and rescreen in 6 months.

☒ Share results with primary health care provider.

☒ Refer for (circle all that apply) hearing, vision, and/or behavioral screening.

☒ Refer to primary health care provider or other community agency (specify reason): _____

☒ Refer to early intervention/early childhood special education.

☒ No further action taken at this time

☒ Other (specify): Refer to Head Start & speech/language services

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Figure 10.6. Marcus's ASQ-3 Information Summary sheet.

48 Month Information Summary

42 months 0 days through 53 months 30 days

Child's name: Marcus Date ASQ:SE-2 completed: 7/31/15

Child's ID #: 55580 Date of birth: 8/30/11

Person who completed ASQ:SE-2: Tessa Child's age in months and days: 47 months 1 day

Administering program/provider: Family Place Child's gender: ☒ Male ☐ Female

1. ASQ:SE-2 SCORING CHART:

- Score items (Z = 0, V = 5, X = 10, Concern = 5).
- Transfer the page totals and add them for the total score.
- Record the child's total score next to the cutoff.

TOTAL POINTS ON PAGE 1	TOTAL POINTS ON PAGE 2	TOTAL POINTS ON PAGE 3	TOTAL POINTS ON PAGE 4	Total score
				120

2. ASQ:SE-2 SCORE INTERPRETATION: Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.

no or low risk

70

monitor

85

100 or more

— The child's total score is in the ☐ area. It is below the cutoff. Social-emotional development appears to be on schedule.

— The child's total score is in the ☐ area. It is close to the cutoff. Review behaviors of concern and monitor.

— The child's total score is in the ☐ area. It is above the cutoff. Further assessment with a professional may be needed.

3. OVERALL RESPONSES AND CONCERNS: Record responses and transfer parent/caregiver comments. YES responses require follow-up.

1-36. Any concerns marked on scored items? ☒ YES ☐ NO Comments: His mother & other adults are concerned about his "angry behaviors."

37. Eating/sleeping/toileting concerns? ☒ YES ☐ NO Comments: Marcus overreacts.

38. Other worries? ☒ YES ☐ NO Comments: Adults have a hard time understanding Marcus' speech.

4. FOLLOW-UP REFERRAL CONSIDERATIONS: Mark all as Yes, No, or Unsure (Y, N, U). See pages 98-103 in the ASQ:SE-2 User's Guide.

☒ **Setting/time factors** (e.g., Is the child's behavior the same at home as at school?)

☒ **Developmental factors** (e.g., Is the child's behavior related to a developmental stage or delay?)

☒ **Health factors** (e.g., Is the child's behavior related to health or biological factors?)

☒ **Family/cultural factors** (e.g., Is the child's behavior acceptable given the child's cultural or family context? Have there been any stressful events in the child's life recently?)

☒ **Parent concerns** (e.g., Did the parent/caregiver express any concerns about the child's behavior?)

5. FOLLOW-UP ACTION: Check all that apply.

☒ Provide activities and rescreen in 6 months.

☒ Share results with primary health care provider.

☒ Provide parent education materials.

☒ Provide information about available parenting classes or support groups.

☒ Have another caregiver complete ASQ:SE-2. List caregiver here (e.g., grandparent, teacher): _____

☒ Administer developmental screening (e.g., ASQ-3).

☒ Refer to early intervention/early childhood special education.

☒ Refer for social-emotional, behavioral, or mental health evaluation.

☒ Other: Refer to Head Start & speech/language services

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Figure 10.5. Marcus's ASQ:SE-2 Information Summary sheet.

Family/Cultural Factors

Tessa was 18 years old when she had Marcus, and she is now 23 years old and the primary caregiver to her children. Tessa's mother provides child care because Tessa recently got a part-time job at a department store. This has been a big adjustment for all of the children. Tessa's mother has told Tessa it is too much for her to watch all of the kids. Marcus's father is not involved in his life. The father of Marcus's baby sister lives with them in their apartment.

ASQ:SE-2 Interpretation and Follow-Up

Ellen discussed the results of ASQ:SE-2 with Tessa. Marcus's ASQ:SE-2 total score of 120 points is well above the cutoff of 85. Although Marcus's ASQ-3 does not indicate the need for a referral, Tessa indicated that other people have a hard time understanding Marcus. Ellen also has a difficult time understanding Marcus, as do other volunteers and children in that setting. Based on ASQ:SE-2 results, Tessa's concerns, and her own observations, Ellen discussed the following with Tessa.

- Ellen suggests that Marcus be referred to his primary health care provider. Ellen encourages Tessa to have the doctor check Marcus's hearing because of concerns about Marcus's articulation. Tessa is open to bringing Marcus to the doctor because it has been a long time since his last visit. Ellen works with Tessa to find a primary health care provider so that all of Tessa's children can attend well-child checkups.
- Ellen encourages Tessa to enroll Marcus in the Head Start extended day program. Tessa reported that she and Marcus participated in Early Head Start for a few months when Marcus was an infant, but they stopped participating when she had to move. Tessa feels embarrassed about how she left the program and is reluctant to get back in touch with the program. Ellen reassures her that program staff will understand and says they could call together. In addition to Marcus attending Head Start, Ellen hopes that the twins can be enrolled in Early Head Start extended day program also to relieve Tessa's mother of child care responsibilities.
- Ellen talks to Tessa about Marcus's general development and emphasizes the areas of strength for Marcus (gross motor, fine motor, and personal-social skills). She talks to Tessa about her report that it is hard for other caregivers to understand Marcus. Ellen discusses how this might lead to frustration for Marcus and contribute to some of his problem behaviors. Tessa is reluctant to refer Marcus because her boyfriend "didn't want anyone coming around the house." Ellen lets Tessa know that the local Part B early childhood special education program could send someone to Family Place to meet with her and Marcus. She also shares that Marcus could receive speech-language services when he is placed in a Head Start classroom. Tessa feels it will be okay as long as providers do not have to come to their apartment. She and Ellen make a referral together to early childhood special education to look at Marcus's articulation.
- Ellen discusses the results of Marcus's ASQ:SE-2 and Tessa's concerns about Marcus's behavior. Ellen comments that the combination of Head Start's comprehensive services and speech-language therapy could really decrease Marcus's problem behaviors. Because it may take a few weeks to get enrolled into services, Ellen talks to Tessa about the behaviors that were of concern, and together they come up with some ideas to try with Marcus. Ellen also talks to Tessa about a parenting class through Family Place that is starting in a week, asking if Tessa and her boyfriend would like to attend. Tessa is interested but is not sure her boyfriend will be willing to go. She agrees to ask him and get back to Ellen.

- Ellen shares a social-emotional development guide and ideas about social-emotional activities that would be fun for the whole family to do together.
- Ellen plans to check in with Tessa in a few days to invite her again to the parenting class. She is hopeful that Tessa's boyfriend also will attend because it sounds like he has gotten frustrated with Marcus and uses spanking as a punishment. She wants to stay in close touch and provide emotional support to Tessa and continue to provide information and talk to her about Marcus's behaviors. She also plans on checking with Head Start and the early childhood special education referral to make sure Marcus gets services as soon as possible.